2026

Cayman Prep & High School

Year 10
May Exams Study Guide

Name: _____

CPHS
HIGH SCHOOL
YEARS 7 – 10

INFORMATION ON EXAMINATIONS

- It is your responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler and any maths equipment you are told to have. **You will not be allowed to borrow any of these items** once you are in the examination room unless it is something previously agreed with the teacher setting the paper.

- You should have been revising your work for some time. You will not be allowed to take notes into the examination room unless time has been specifically allocated for it.

- You will NOT be allowed to take bags into the hall, please leave them tidily where your form tutor tells you.

- If you need to ask a question during the examination, silently put up your hand and an invigilator will come to you. **At no time should you leave your seat until told to do so at the end of the examination**. Please go to the bathroom before the exam.

- The invigilator will give you any special instructions regarding the paper. It is up to you to read and follow the written instructions. Read these very carefully.

- When you have finished, check your work carefully for errors and make sure that you have answered in the way you were instructed.

- If a study period is scheduled in the examination room, ONLY studying may be done.

- You should pace yourself so that you complete the paper in the time allocated. Do not rush through your work. If you do finish a little early, take the opportunity to check your work, using the question paper to guide you as to whether you have followed instructions carefully and done your best.

- **Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.**

Date of policy: May 2024 4

GENERAL REVISION ADUICE

Revising effectively isn't just about working hard—it's about working smart! Being organised, having the right environment, and following a structured plan will help you stay focused and make the most of your study time. A well-planned approach will reduce stress and boost your confidence for exam day!

GET ORGANISED

- Ensure you have all necessary equipment (pens, highlighters, calculator, etc.) in a clear plastic bag.
- Organise all your notes by subject and topic.
- Make sure you have a complete set of notes—borrow and photocopy anything missing.

CREATE THE RIGHT STUDY ENVIRONMENT

- Find a quiet place where you won't be disturbed.
- Ideally, use a dedicated space that isn't used for anything else.
- Ensure good lighting and a comfortable chair to avoid distractions.

PLAN YOUR REVISION TIME

- Use a weekly timetable to schedule when you will revise.
- Identify the best time of day when you work most effectively.
- Break subjects into manageable chunks to avoid overload.

BALANCE STUDY & BREAKS

- Stick to your schedule but don't overwork yourself.
- Use techniques like the Pomodoro Method (25 mins study, 5 mins break).
- Stay active—take short walks or stretch during breaks.

STAY HEALTHY

- Get enough sleep—avoid cramming late at night.
- Eat well—brain food like nuts, fruit, and water keep you focused.
- Exercise regularly to boost energy and concentration.

KEEP UP WITH HOBBIES & FUN

- Continue doing things you enjoy—sports, music, gaming, or socialising.
- Reward yourself for productive study sessions!
- Use rewards wisely—treat yourself after completing tasks (e.g., watching a show, calling a friend). Rewards should be earned, ensuring productivity and long-term success

STAY POSITIVE & MOTIVATED

- Set clear goals for each session (e.g., "I will learn 4 key case studies today").
- Visualise success—imagine walking into the exam feeling confident.
- Remind yourself: **You've got this!**

TIME MANAGEMENT & EFFECTIVE STUDY

- Limit revision to 2-2.5 hours per day while still at school for better retention.
- Balance study with relaxation, exercise, healthy eating, and sleep.
- Avoid long sessions, as information in the middle is easily forgotten. Try buddy revision—teach a friend to reinforce learning.

STUDY TIPS FOR EXAM REVISION

By incorporating these evidence-based strategies into your exam revision, you're more likely to understand the material deeply and remember it during the exams.
Keep it active! If you revise something tonight, by this time tomorrow you'll have forgotten at least some of it. So, take another quick look at it tomorrow, to "top up" your memory. Take another quick look next week and keep "topping up" until the night before the exam.

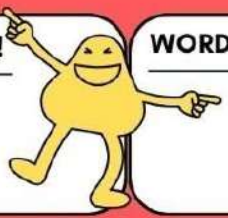
QUIZ YOURSELF AND OTHERS

- Instead of just reading, test yourself on what you've learned.
- Try a mini-quiz every day on different topics.
- Explain topics to a friend, or family member.
- If you can teach it, you understand it.

LOOK, COVER, WRITE, CHECK!

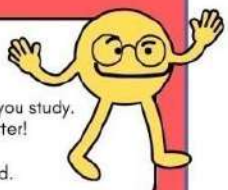
- Read a piece of information.
- Cover it up.
- Write it down from memory.
- Check if you got it right and correct mistakes.

HIGHLIGHTING & ANNOTATION!



- Use color-coding to emphasize key points.
- Write brief notes or questions in the margins

WORDS AND PICTURES!

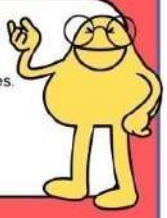


- Use both notes and diagrams when you study. Drawing can help you remember better!
- Once a week, draw what you learned.

ASK "WHY?"

- Whenever you study something, ask yourself, "Why is this true?" or "How does this work?"
- This helps make sure you don't just memorise it.

SUMMARISING INFORMATION!



- Condense notes into key points even post-it notes.
- Use bullet points, lists, or quick explanations.
- Create acronym or acrostic

FLASHCARDS & MIND MAPS!

- Write key terms on one side and definitions on the other.
- Test yourself regularly.
- Create visual diagrams to connect ideas.
- Use colors and images to aid memory.

PAST PAPERS & PRACTICE QUESTIONS

- Familiarise yourself with exam formats.
- Use specifications/revision guides to check that you have knowledge on all content
- Identify gaps in knowledge.

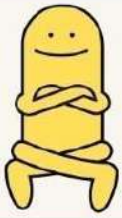
REVISION POWER HOUR!

- 60 minutes of focused revision.
- Break it into smaller tasks (e.g., 20-minute chunks with a 5 min break in between).

POMODORO TECHNIQUE!

- Study hard for 25 minutes, then take a 5-minute break. That's one "Pomodoro."
- After 4 "Pomodoros," take a longer break (15-30 minutes).
- This helps stop you getting too tired.

AI TOOLS & APPS FOR REVISION!



- Quizlet - Make digital flashcards & play games.
- Anki - Spaced repetition flashcard system.
- Seneca Learning - Interactive quizzes and revision notes.
- Brainscape - Adaptive flashcards for efficient learning.
- Forest / Flora - Stay focused by growing virtual trees.
- Google Keep / Notion - Organize revision notes digitally.
- YouTube (e.g., BBC Bitesize, CrashCourse) - Educational videos.
- NotebookLM - create podcasts from notes/content

Get organised with your time, do not leave everything until the last minute!

Countdown – from 4 weeks before the June exams

Get organised with your time, do not leave everything until the last minute!
You need to create an Effective 4 Week Revision Timetable

You may wish to use the timetable included OR devise one of your own OR use a timetabling app on your tablet OR computer OR phone as there are some great ones available.

How To Create an Effective Revision Timetable

Outcomes – find out how you will be assessed. (Note: written exams are not for every subject)

Activities – find out how many topics you must revise for each subject - it does vary.

Time – decide approximately how long it will take you to make study material & **review** each subject.

SUBJECT (add your own subjects below)	**The number of topics I must learn for this subject are:**	**The approximate length of time (in hours) I need to make the study cards/mind maps /notes needed for this subject are:** Active Revision can be completed in 30 – 60 minute slots	**The number of times I will need to review the study material for this subject are:** Review can be completed in 10 – 15 minute slots	**The number of study sessions I need each week is:**	**The number of review sessions I need each week is:**
Maths					
English					
Science					
RE					
History					
Geography					
Drama					
Art					
Music					
ICT					
French					
Spanish					

REMEMBER
YOU WILL NOT BE TAKING YOUR BOOKS INTO THE EXAMS WITH YOU.
ALL THAT YOU WILL BE TAKING IS WHAT IS INSIDE YOUR HEAD!

My Daily Schedule

Which topics will you study each day?

Week 1						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
Week 2						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
Public Holiday						
Week 3						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
Week 4						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**

You know the best time when your concentration is at its fullest – use this knowledge so your revision is effective.

Use this plan to make sure you revise ALL the topics for EACH subject.

Please write the subject & topic you are studying in each box.

Use the abbreviations: *Maths /Eng /Science /ICT /CS/Span /Hist /Fren /Dram/Geog /Music /RS /Art*

Fill in the subjects and topics you are going to study each day.

5 Steps to Effective Revision

Step 1 Read and Understand

You won't be able to learn what you don't understand, so the first step in successful revision is to read the information and make sure it all makes complete sense. You should understand every word *and* all the detail. If there is anything you don't understand, now is the time to look it up or ask someone to explain it to you – before you start to try to learn it! At exam time use the syllabus or study guide to identify the topics which you need to cover.

Step 2 Highlight Important Information

Read the text again, but this time use your highlighters to shrink the information down, by picking out only the information you need to learn and ignoring the rest. Make sure you also pick out any **Key Words** for the topic you are studying.

What are Key Words?

Words unlock meaning. A Key Word is *any* word which does this. It could be a subject-specific

Step 3 Active Learning

You've found out *what* you need to know, so now you need to begin the learning process. Find out what works for you for different subjects. The important thing is that you are actively involved in the process. If all you do is read your notes, you will only remember approximately 10% of the information the following day. Be creative; this step is about beginning to **encode the information in your brain**. Take your highlighted information and **make study materials** for use in Step 4 by creating any of the following:

- Mind Maps
- Linear Notes
- Study Cards

- Online Study Cards
- MP3 Recordings
- etc...

There are so many different ways to study!

Don't Stop Here! - The next two steps are critical to the learning process.

Step 4 Frequent Review – to Memorise the Information

Once you understand the topic and you've created your study materials, you need to memorise the information. Review all the study materials in short frequent bursts. You might find useful websites to help you. The more times you repeat your review the more effective your learning will be. The aim is to move the information from your short term memory into your long term memory so it becomes *knowledge*.

Step 5 Test Yourself

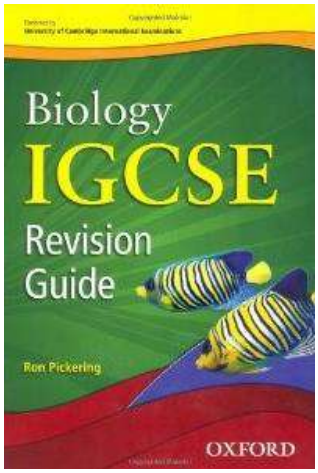
Once you've learnt the information, it's important to test that you can recall it quickly when you need to. Ask friends, parents or siblings to test you, use online testing tools or, when you are studying for I/GSCEs and A levels, use past papers with mark schemes to test your knowledge. Check, that you can recall all the necessary detail. Completing past papers and using mark schemes to check them will allow you to better understand what is expected by the examiner, so the more past papers you complete the better prepared you will be. Don't be tempted to use past papers as your only form of revision. You need to cover the whole syllabus, not just the areas that have come up in previous exams.

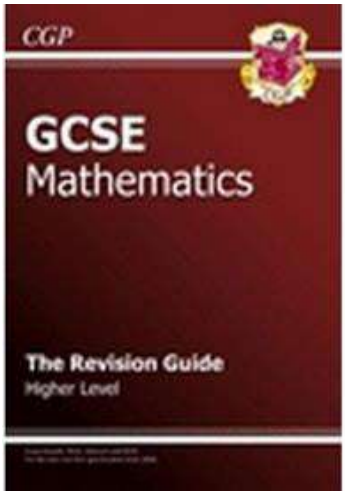
Revision Guide Information

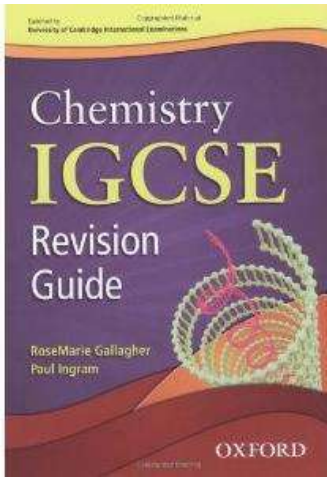
Are there any good revision guides available?

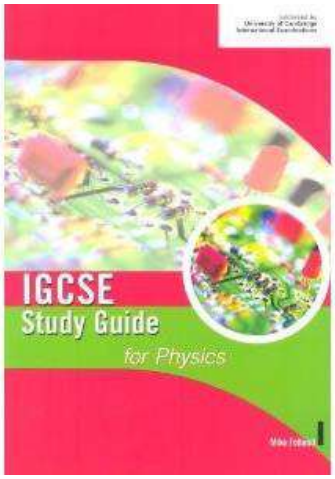
Yes! Please check if you are studying the IGCSE *or* GCSE for each subject, and for which exam board.

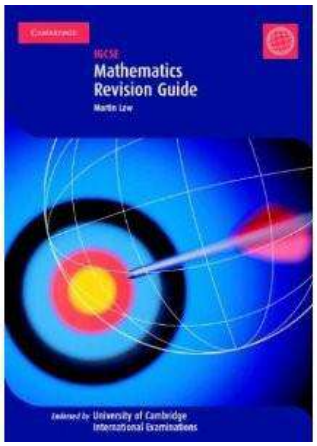
DO NOT BUY THE INCORRECT REVISION GUIDE!

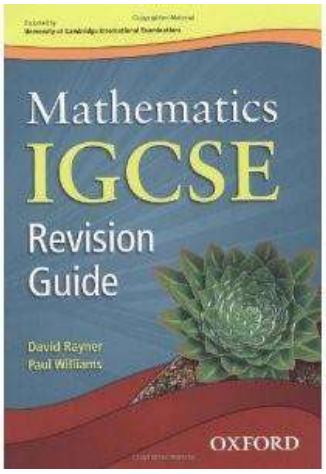


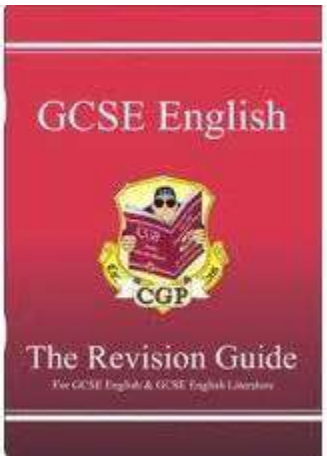


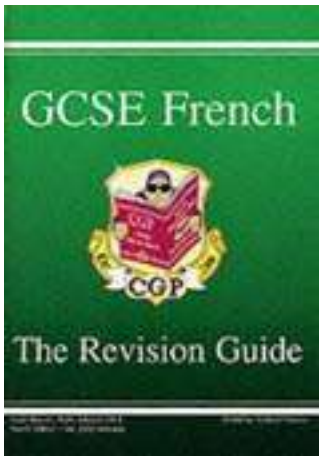












Ask your teacher which one they would recommend, as some are better than others.

WHAT IS THE DIFFERENCE BETWEEN GCSEs AND IGCSEs?

GCSEs are valued by schools, colleges, and employers, so will be useful whatever you are planning to do afterwards. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work, modular tests and/or coursework or controlled assessments eg WJEC Science and English Language and Literature. GCSEs are usually studied full-time at school/college, taking five terms to complete.

GCSEs are what most students in the UK take as they are the most widely available qualification.

IGCSEs are valued by schools, colleges, and employers, so will be useful whatever you are planning to do afterwards. Most UK curriculum-based schools outside the UK do IGCSEs and they are often considered to be harder than GCSEs, however, UCAS recognises GCSEs to be the equivalent to IGCSEs. IGCSEs allow teaching to be placed in a localised context, making it relevant in different regions around the world. They are usually studied full-time at school or college, taking five terms to complete. Normally IGCSEs do not involve coursework.

IGCSEs are becoming increasingly more popular with private schools in the UK, both because they are recognized as a more demanding qualification and because they find the syllabus is often more appropriate to their students.

What's the difference between IGCSE and GCSE foundation and higher papers? Remember, for both IGCSEs and GCSEs you can be entered for either the higher/extended or the foundation/core level.

If you take the foundation or core papers you can achieve grades C to G.
If you take the higher or extended papers (which are harder) you can achieve grades A*to D.
If you take the higher or extended papers and score below a D you fail and get no grade at all. Your teachers will enter you for the papers which give you personally the highest possible chance of success.

Most employers, colleges and universities are only interested in grades C and above, so it is important that you work to achieve a minimum of a grade C and are entered for the exam which gives you the greatest chance of achieving this. Your teacher will decide which paper you are entered for. This decision is based mostly on the grades you achieve in your mock exams in Year 10 and Year 11 and your teacher's knowledge of your attainment over the course as a whole – so it is important to work hard throughout the year and for your mock exams!

Glossary
GCSE = General Certificate of Secondary Education
IGCSE = International General Certificate of Secondary Education
UCAS = Universities & Colleges Admissions Service, which is responsible for managing applications to almost all full-time undergraduate degree programmes at UK universities and colleges.

A GUIDE TO THE EXAM BOARDS FOR STUDENTS GRADUATING IN 2025

To find the correct revision guide or syllabus or past papers that you will need look below:

Tick your courses	Course	Type of exam
	Art	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Business Studies	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Separate Science: Biology	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Separate Science: Chemistry	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Computer Science	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Drama	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Economics	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	English Literature	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	English Language	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	French	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Geography	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	History	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Information Technology	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Mathematics (examination from 2025)	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Music	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	PE	GCSE – WJEC **www.wjec.co.uk**
	RE	GCSE – WJEC **www.wjec.co.uk**
	Separate Science: Biology, Physics & Chemistry	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Co-ordinated Science, Double Award: Phys, Bio & Chem	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Spanish	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**
	Travel and Tourism	IGCSE – Cambridge International Assessment Education **www.cambridgeinternational.org**

IGCSE Mathematics

Examination: Core:1-hour paper (calculator)
Extended: 1 hour paper (calculator)

Please note that the non-calculator assessment will be completed in class.

Equipment needed: Geometrical instruments, pen and pencil, calculator.

Revision websites:
https://www.drfrostmaths.com/
https://corbettmaths.com/contents/

For both Core and Extended all topics to be tested **includes all work taught in Year 9 and 10**. Work covered in Year 10 listed below.

Pythagoras
Know and use Pythagoras in 2D

Trigonometry 1
Sine, cosine and tangent ratios (RAT only) Pythagoras and trigonometry, elevation and depressions, exact values

Statistics 1
Classify and tabulate statistical data, read, interpret and draw inferences from statistical data. Apply mean, median, mode and range. Estimate the mean for grouped discrete data, mode for grouped discrete data. Bar charts, pie charts, pictograms, scatter graphs

Real life Graphs

Calculations and conversions with time, including 12hour and 24 hour clock. Read timetables, enter/interpret time on a calculator. Average speed (SDT formula) graphs with SDT

Quadratics

Table of points, construct graphs, recognise quadratic graphs, factorise **all** types of quadratics, completing the square, solving quadratics (factorisation, completing the square or formula) sketch quadratic graphs including turning points/roots

Transformations

Algebra 2

Algebraic fractions, factorise all expressions (including the use of grouping) solving equations involving algebraic fractions, construct and solve equations (including quadratic) linear inequalities on a number line, change the subject of more complex formula

Transformations

Reflect, rotate, enlarge, translate. Order of rotational symmetry, lines of symmetry including 3D shapes

Surds 2

Rationalise the denominator

Bounds

Upper and Lower bounds, calculations involving bounds

Coordinate Geometry 2

Length of a line segment, mid points, graph/shape problem solving (2023 paper) parallel and perpendicular lines, perpendicular bisectors

Simultaneous Equations

Simultaneous equations in two unknowns (links to graphs) linear and non-linear simultaneous equations

Graphical Inequalities

Represent and interpret inequalities in two variables, list inequalities that define a given region

Core Maths

Pythagoras

Know and use Pythagoras

Trigonometry

Know and use the sine, cosine and tangent ratios for acute angles in calculations involving sides and angles of a right-angled triangle.

Statistics 1

Classify and tabulate statistical data, read, interpret and draw inferences from statistical data. Apply mean, median, mode and range. Estimate the mean for grouped ***discrete*** *data, mode for grouped* ***discrete*** *data. Bar charts, pie charts, pictograms, scatter graphs*

Real life Graphs

Calculations and conversions with time, including 12hour and 24 hour clock. Read timetables, enter/interpret time on a calculator.

Rates

Average speed (SDT formula) graphs with SDT; Common measure of rate (hour pay etc); Pressure, Density, SDT

Transformations

Reflect, rotate, enlarge, translate. Order of rotational symmetry, lines of symmetry including 3D shapes

Coordinate Geo 2

Find the gradient and equation of a straight line, parallel to a given line

Sets

Understand and use set language, notation and Venn diagrams to describe sets and represent relationships between sets

Geometry

Use and interpret geometrical terms (see SOW for full list), angle rules – triangle, straight line, point, parallel lines, regular and irregular polygons

Probability

Understand and use the probability scale from 0 to 1; Calculate the probability of a single event

Understand that the probability of an event not occurring = 1 - the probability of an event occurring

Calculate the probability of combined events using

Sample space diagrams

Venn diagrams (limited to two sets)

tree diagrams (outcomes at the end, probabilities by the side of the branches)

Understand relative frequency as an estimate of probability

Calculate expected frequencies

Shape Space and Measures 2

area & circumference of circles (including sectors/segments) area/perimeter of compound shapes, surface area and volume of 3D shapes including compound shapes

Upper and lower bounds (they do not have to be used in calculations)

Simultaneous Equations

Simultaneous equations in two unknowns (links to graphs)

Graphical Inequalities

Represent and interpret inequalities, including on a number line

IGCSE English Language and Literature

Your summer exam will be a combination of **IGCSE Literature, Paper 3: Drama** and **IGCSE Language, Paper 2: Composition**. Each paper is an hour long and each exam is worth 25% of their respective IGCSE grades, or 75 marks.

IGCSE Literature, Paper 3: Drama text (25% of Literature GCSE)

- You will answer **one essay question** from a choice of two on Anthony and Cleopatra.
- One of the questions will be extract based and one will be based on a general whole text question. Example: How does Shakespeare present Cleopatra at the opening of the play?
- This is a open book exam — you will have access to the play during the exam.

How Best to Revise for Literature

1. Know Your Set Text Inside Out

- Familiarise yourself with the play
- Be able to recall:
    - **Themes**
    - **Key language devices**
    - **Historical context**
    - **Aspects of performance**

2. Memorise Key Quotations

- Learn **3–5 key quotations** per key idea/character
- Focus on those that illustrate important ideas or strong techniques.

3. Do Past Paper Practice

- Timed practice helps improve exam technique.
- Practice writing full essays and shorter outlines under exam conditions.

4. Flashcards

- Use flashcards for quotations, techniques, and themes.

IGCSE Language, Paper 2 Section B: Composition (50% of exam grade/25% of IGCSE grade.)

You must answer **one question** from a **choice of four**:

    - Two **descriptive** writing options
    - Two **narrative** writing options
- You are assessed on:
    - **Content and structure** (15 marks): originality, coherence, and organisation
    - **Style and accuracy** (10 marks): sentence structure, vocabulary, punctuation, spelling

Key Skills Assessed:

- Creativity
- Ability to write for a clear purpose and audience
- Vocabulary and language control
- Effective paragraphing and development of ideas
- Grammar and punctuation accuracy

How can I prepare for Language Paper 2: Composition?

- **Descriptive**: Focus on vivid imagery, sensory detail, atmosphere.
  - Not a story — more like a moment frozen in time.
  - Show, don't tell.
- **Narrative**: A story with characters, setting, conflict, and resolution.
  - Needs structure: beginning, middle, and end.

Practice Planning Quickly:
- In the exam, you'll have limited time to plan.
- Practice creating **5-minute plans**:

  - For descriptive: list key images, senses, atmosphere.
  - For narrative: outline plot points, character, setting, climax.

3. Build a Bank of Vocabulary and Techniques:
- Use **varied sentence structures**, literary devices (similes, metaphors, personification), and strong verbs/adjectives.
- Avoid clichés and overly simple language.

4. Read Model Answers:
- Study **high-level responses** to see what works well.
- Pay attention to **structure, tone, vocabulary, and transitions**.

- Review your notes and practice exercises, paying close attention to targets/EBIs from your teacher as these have been designed to help you improve and build your skills.
- Complete practice questions, making sure you time yourself.
- Read a wide range of novels, newspapers, magazines, etc. paying attention to differences in style and layout.
- Use the following websites:
  - https://www.bbc.co.uk/bitesize/subjects/zr9d7ty BBC Bitesize for English Language
  - YouTube has many helpful teaching videos – good starting places are those by Mr Bruff and Mr Salles Teaches English.

IGCSE Biology

Students following the IGCSE Biology course will sit 3 examination papers:

- A 30 minute multiple choice question paper
- A 1 hour 30 minute structured question paper
- A 1 hour 15 minute practical examination

For the written examinations will be tested on the following content:

Syllabus Topic	Syllabus Objectives	Page Numbers
1 - Characteristics and classification of living organisms	1.1 - Characteristics of living organisms 1.2 - Concept and uses of classification systems 1.3 - Features of organisms	3 - 29
2 – Organisation of the organism	2.1 - Cell Structure 2.2 - Size of Specimens	32 -47
3 – Movement in and out of Cells	3.1 - Diffusion 3.2 - Osmosis 3.3 - Active Transport	50 - 67
4 – Biological Molecules	4.1 – Biological Molecules	69 - 81
5 - Enzymes	5.1 - Enzymes	84 - 96
6 – Plant Nutrition	6.1 - Photosynthesis 6.2 - Leaf structure	98 - 125
7 – Human Nutrition	7.1 - Diet 7.2 - Digestive system 7.3 - Physical digestion 7.4 - Chemical digestion 7.5 - Absorption	127 - 146
8 – Transport in Plants	8.1 – Xylem and phloem 8.2 - Water Uptake 8.3 - Transpiration 8.4 - Translocation	148 - 167
9 – Transport in Animals	9.1 – Circulatory systems 9.2 - Heart 9.3 - Blood vessels 9.4 - Blood	169 - 192
10 – Diseases and Immunity	10.1 - Diseases and Immunity	193 -214

For the practical examination students will be expected to:

- Make careful, labelled biological drawings **in pencil** of specimens/images
- Demonstrate knowledge of how to select and safely use techniques, apparatus and materials including following a sequence of instructions
- Plan experiments and investigations
- Make and record observations, measurements and estimates, drawing suitable tables to display results
- Interpret and evaluate experimental observations and data, including drawing graphs

- Evaluate methods and suggest possible improvements.

It is important that students realise the need to answer questions according to the number of marks allocated. For example, a two-mark question will normally have two main points which need to be presented; a one-mark question may only require a one-word response. Similarly, when answering multiple-choice questions, it is vital that students recognize that two out of the four possible answers are often **totally unsuitable**, and the candidate is really choosing between only two answers. **NEVER** fail to attempt to answer a multiple-choice question.

Finally, and perhaps most important of all, students are reminded that they should **read the question carefully and answer accordingly.** All of the above points (and more) will be reviewed in class before the examination period.

Students should come to the exam prepared with the following:

- A calculator
- A sharpened pencil, or two
- An eraser
- A clear plastic 30cm ruler
- A blue or black pen

Please remember that all lesson PowerPoints on TEAMS and below is a list of useful revision websites for both theory and practical skills include:

IGCSE Biology revision videos https://www.youtube.com/watch?v=eEPeJQ2-F6E&list=PLtoEUZQW30q6OEAC5d3thMqYyFHFsSwOw
0610_y26-28_sy.pdf
https://www.cienotes.com/wp-content/uploads/2018/07/163030-learner-guide-for-cambridge-igcse-biology-0610-.pdf
https://www.youtube.com/playlist?list=PLidqqIGKox7X5UFT-expKIuR-i-BN3Q1g Cognito biology GCSE videos
https://www.physicsandmathstutor.com/biology-revision/igcse-cie/

IGCSE Chemistry

Students following the IGCSE Chemistry course will sit 3 examination papers:

- A 30-minute Multiple Choice question paper
- A 1 hour 30 minutes Theory question paper
- A 1 hour 15 minutes Practical Test

For the written examinations they will be tested on the following content:

States of matter

- States of matter
- Kinetic particle theory of matter
- Mixtures of substances and diffusion

Experimental techniques and chemical analysis

- Experimental design
- Separation and purification
- Chromatography
- Identification of ions and testing gases

Atoms, Elements & Compounds

- Atomic Structure and isotopes
- Ionic bonding and giant ionic structures
- Covalent bonding and macromolecules
- Metallic bonding

The Periodic Table

- The periodic table and patterns
- Group 1, 7, 0, patterns and reactions, Noble gases and Transition metals

Stoichiometry

- Chemical Formulae
- Working out the formula
- Word equations and balanced chemical equations
- Mole calculations, reacting masses and Avogadro's number
- Empirical and Molecular calculations
- Volume of gases
- Solution calculations
- % Yield and Purity

Chemical Energetics

- Exothermic & endothermic reactions

The practical paper will have three parts. In the first section, students must carefully follow instructions to carry out a practical, record results and possibly plot data as a graph. They will need to analyse and draw conclusions from their results. The second part may involve qualitative analysis, testing for cations and anions and drawing conclusions about the identity of unknown substances using the qualitative notes provided on their exam booklet. Students should familiarise themselves with the copy of the qualitative notes they have in their workbook. The third section may involve writing a brief method.

It is important that students realise the need to answer questions according to the number of marks allocated. For example, a two-mark question will normally have two main points which need to be presented; a one-mark question may only require a one-word response. Similarly, when answering multiple-choice questions, it is vital that students recognize that two out of the four possible answers are often **totally unsuitable**, and the candidate is really choosing between only two answers.

Finally, and perhaps most important of all, students are reminded that they should **read the question carefully and answer accordingly.** All above points (and more) will be reviewed in class before the examination period.

Useful revision websites for both theory and practical skills include:
https://senecalearning.com/en-GB/
https://cognitoedu.org/home
https://www.doddlelearn.co.uk/
http://www.bbc.co.uk/schools/gcsebitesize/science/ Pupils should select the relevant sections using their syllabuses.
http://www.brainpop.com/science/
http://www.docbrown.info/
http://www.sands-school.co.uk/wp-content/uploads/Chemistry_Revision_Pack_-_2012.pdf
http://www.cie.org.uk/images/128340-2015-syllabus.pdf
http://www.chemguide.co.uk/ - mostly aimed at A level but great site for those high achieving students looking to deepen their understanding

Students should come to the exam prepared with the following:

- A calculator
- A sharpened pencil
- An eraser
- A clear plastic 30 cm ruler
- A black pen

IGCSE Physics

The Year 10 IGCSE students have been working from the Cambridge (CIE) syllabus (0625). These exams are the second of 3 formal internal examinations in science. Although the June exam results will not directly affect their GCSE grades, they will give an indicator of how the student is performing overall on the IGCSE course.

Requirements

Pupils should bring a blue or black pen, a sharp pencil, a clear 30cm ruler, an eraser, a protractor and a scientific calculator to all three Physics papers.

Format

Pupils will write three exams.

1. Multiple Choice (30 minutes): consists of 40 multiple choice questions.
2. Theory Paper (1 hour 30 minutes): consists of structured questions worth 80 marks.
3. Practical Exam (1 hour 15 minutes): consists of 3 short experiments in which pupils must attain data, analyse results, and draw conclusions, and one planning question.

Below are the topics that will be assessed (with syllabus references). Students should have a printout of the syllabus but here is the link in case this has been misplaced:

Cambridge IGCSE 0625 Physics syllabus for examination in 2026, 2027 and 2028

Syllabus Topic	Syllabus objective	Coursebook page numbers
1 Motion, forces and energy	1.1 Physical quantities and measurement techniques	3-4
	1.2 Motion	20-43
	1.3 Mass and weight	47-48
	1.4 Density	5-8
	1.5 Forces	
	1.5.1 Effects of forces	44-53
	1.5.2 Turning effect of forces	68-73
	1.5.3 Centre of gravity	74-85
	1.6 Momentum	54-67
	1.7 Energy, work and power	
	1.7.1 Energy	104-124
	1.7.2 Work	141-143
	1.7.3 Energy resources	125-140
	1.7.4 Power	145-154
	1.8 Pressure	93-103
2 Thermal physics	**2.1 Kinetic particle model of matter**	
	2.1.1 States of matter	155
	2.1.2 Particle model	156-159
	2.1.3 Gases and the absolute scale of temperature	160-171
	2.2 Thermal properties and temperature	172-174
	2.2.1 Thermal expansion of solids, liquids and gases	175-178
	2.2.2 Specific heat capacity	179-190
	2.2.3 Melting, boiling and evaporation	191-195
	2.3 Transfer of thermal energy	196-199

	2.3.1 Conduction 2.3.2 Convection 2.3.3 Radiation 2.3.4 Consequences of thermal energy transfer	200-203 204-215

Good exam technique

· When revising, make sure you learn the equations you have studied this year. **You will not be given an equation sheet!!**

· In the exam, read each question carefully and highlight important information. Draw a box around the **command word** such as state, describe, explain and make sure you answer the question being asked.

· Pay particular attention to any values – make sure you understand what the quantities are (eg force, mass, speed, energy etc)

· Check how many marks are awarded for the answer and make a different point for each mark.

· Write down the formula used in a question and show all your workings **(FNAU – Formula, numbers, answer, unit)**

· Include units with all numerical answers.

To help the pupils review the work they have covered this year they should use their textbooks, past homeworks and test feedback and the following websites:
http://www.brainpop.com/science/

http://www.bbc.co.uk/schools/gcsebitesize/science/ Pupils will need to select the relevant information using their syllabuses.

http://www.savemyexams.co.uk Pupils can find past paper questions sorted by topics under the CIE syllabus 0625.

Physics 0625 IGCSE Past Papers | CAIE | PapaCambridge All complete past papers can be found here.

https://kirkthomas316.pythonanywhere.com/ GCSE Physics Question Generator | Practice Questions by Level – I recommend any problem areas (as identified when doing past exam practice) should then be targeted with this question generator until you are consistently getting the right answer.

IGCSE Co-ordinated Science (Double Award) 0654

This year, you will sit the following exams in science:

- 90 minute Theory paper
- 45 minute Multiple Choice Question paper
- 2 hour Practical exam

Each exam will contain a mixture of questions relating to the topics you have covered in biology, chemistry and physics. The topics you need to revise along with some other helpful exam tips are outlined below.

Pupils should bring:

- a black pen
- a pencil
- an eraser
- a ruler
- a protractor
- a calculator

It is important that students bring all their own equipment. We cannot guarantee that we will be able to provide students with items they are missing.

Biology

By the summer exams the students will have covered the following topics with the page references from the textbook:

Topic	Name of Topic	Content	Pages
B1	Cells and Organisms	• Characteristics of living Organisms (MRS GREN) • Cell Structure / function of organelles • Specialised cells and their functions • Definitions of cell, tissue, organ, organ system and organism • Magnification calculations	2- 15
B2	Movement in and Out of Cells	• Diffusion • Osmosis • Active Transport	16-29
B3	Biological Molecules	• Carbohydrates • Fats • Proteins • Tests for starch, reducing sugars, proteins and fats	30-39
B4	Enzymes	• Enzymes and enzyme action • Factors affecting activity of enzymes	41-52
B5	Plant Nutrition	• Photosynthesis • Word and balanced symbol equation • Importance of chlorophyll • Uses of Glucose • Minerals required for plant growth • Factors affecting photosynthesis / understanding how conditions affect aquatic plants • Structure and function of cells/tissues in a leaf	53-73
B6	Human Nutrition	• Diet and malnutrition • The alimentary canal - structure and function • Physical and chemical digestion • Importance of bile and hydrochloric acid	74-86
B7	Transport in Plants	• Plant transport systems – xylem and phloem • Water uptake • Transpiration • Translocation	87-97
B7	Transport in Animals	• The double circulatory system • The heart – structure and cardiac cycle • Monitoring heart rate (including when exercising) • Effect of exercise on the heart • Coronary Heart Disease • Blood vessels • Blood	97-116

There are many questions throughout these pages, as well as the end of chapter questions which have not necessarily been set in class, so it would be beneficial to check through these and maybe use them as revision questions. Students should also make sure they read through the notes in their exercise books, not only in their textbooks, review past paper questions from previous tests. Finally, they should complete questions from their green biology workbook.

Chemistry content:

C1 States of Matter

- Solids, liquids and gases
- Diffusion

C12 Experimental techniques

- Separation and purity
- Chromatography

C2 Atoms, Elements and compounds

- Elements. Compounds and mixtures
- Atomic structure and the periodic table
- Isotopes
- Chemical bonding
- Ions and ionic bonds
- Simple molecules and covalent bonds
- Giant covalent structures
- Metallic bonding

C8 The Periodic Table

- Arrangement of elements
- Group 1 properties
- Group VII properties
- Transition elements
- The noble gases

C3 Stoichiometry

- Chemical formulae and equations
- Relative masses of atoms and molecules
- The mole and Avogadro's constant

C5 Chemical Energetics

- Exothermic and endothermic reactions

Physics

Equations

An important thing to be aware of is that students are **not given the equations** in the exam and must be able to recall all of the equations that we have covered this year so far. Students have notes of these in their books and they also have practised throughout the course. These must be learnt to be able to do the calculations questions.

By the summer exams the students will have covered the following topics with the chapter names from the co-ordinated science textbook:

Topic	Name of Topic	Content	Pages
P1 - MOTION			
P1.01	Measuring length and volume	• Measuring length and volume	511
P1.02	Density	• Calculating **density** (=m/v)	514
P1.03	Measuring time	• Analogue, digital and precision	517
P1.04	Understanding speed	• Calculate **speed/velocity (=s/t)**	519
	Motion graphs	• Use gradient of d-t graphs to find speed, and use gradient s-t graphs to find acceleration • Use area of s-t graph to calculate distance	522-529
P1.05	Understanding acceleration	• Calculate **acceleration** (=(v-u)/t)	524
P1.06	Mass, weight and gravity	• Calculate **weight**	529
P1.07	Forces	• Balanced and unbalanced forces • Examples of forces	531
P1.08	Force, mass and acceleration	• F = ma (Newton's Second Law)	534
P1.09	Forces and Matter (Stretching springs)	• Calculate **spring constant** using **Hooke's Law** • F = kx	536
P1.10	Turning Forces	• Calculate **moment** of a force and use the principle of moments • Find the **centre of mass** of an object	539
P1.11	Pressure	• Pressure = force/area • Pressure measured in Pa (N/m^2)	546
P2 – ENERGY, WORK AND POWER			
P2.01	Energy stores, transfers and conservation	• Be able to name stores of energy and describe energy transfers • Use the principle of **conservation of energy** to analyse situations • Calculate **efficiency** using **energy or power**	556
P2.02	Energy calculations	• Calculate **kinetic energy** = $\frac{1}{2}mv^2$ and **gravitational potential energy** = mgh	560
P2.03	Energy resources	• Describe and name renewables and non-renewables	562
P2.04	Doing work	• Calculate work done = force x displacement	570

		• When work is done energy is transferred	
P2.05	Power	• Power is the rate of doing work, or the rate of transferring energy • $P = \frac{wd}{t} = \frac{\Delta E}{t}$	574
P3 – THERMAL PHYSICS			
P3.01	Kinetic Model of Matter	• Describe **solids, liquids and gases** in terms of **particles** and relate to properties • Describe **Brownian motion** • Explain how **evaporation** leads to cooling	584
P3.02	Pressure changes	• Describe how **gas pressure** occurs and how it is affected by volume and temperature	588
P3.03	Matter and thermal Properties	• Describe **thermal expansion** • Describe **liquids in glass thermometers** • Changes of state and heating/cooling curve	589
P3.04	Thermal (heat) energy transfers	• Describe **conduction, convection and radiation** • Conductors and insulators • Factors affecting rate of heat transfer	595
P4 – PROPERTIES OF WAVES			
P12	General wave properties	• Calculate **wave speed, wavelength** and **frequency** • Describe transverse and longitudinal waves • Describe reflection, refraction and diffraction	613
P13	Light	• Reflecting light • Refraction of light • Total internal reflection • Lenses	619
P14	Electromagnetic spectrum	• Recall the order of the **electromagnetic spectrum** • Describe uses of **electromagnetic waves** and **dangers of UV, x-rays, and microwaves**	636
P15	Sound	• Describe how **sound** is produced and identify **compressions and rarefactions** • State human hearing range • Describe an experiment to **calculate speed of sound**	640

Co-ordinated Science revision and exam tips

- Use the above resources to revise thoroughly. Students may find it helpful to make revision cards, paying particular attention to the use of key words.
- It is important to test/quiz your knowledge whilst revising, not only read through the notes.
- Use copies of past questions done in class to help with exam technique. Additional past paper questions can be found online.

- Remember to use the Periodic Table located at the back of the examination paper.

- Answer according to the number of marks allocated to a question. For example, a two-mark question will normally have two main points which need to be presented; a one-mark question may only require a one-word response.

- Include units with all numerical answers.

- Show all your workings in calculation questions and on the practical paper.

- Read questions carefully and answer accordingly. Underline key words and chemical formulae and command words in the question to help you answer it effectively.

- Use the data provided in the question where required; this may be in the form of a table, graph or experiment.

- Use the syllabus (0654 – 2025) for your course to find more details about the content you have studied.

Useful websites:

- http://www.bbc.co.uk/schools/gcsebitesize/science/
- http://www.docbrown.info/
- Free Science Lessons on YouTube:
https://www.youtube.com/channel/UCqbOeHaAUXw9Il7sBVG3_bw
- http://www.bangor.ac.uk/ccm/gcserevision
- http://www.s-cool.co.uk/gcse/biology.html
- http://www.senecalearning.com
- http://www.brainpop.com/science/

IGCSE History

Students will sit one exam paper (Paper 1) focusing on USA 1919-41 and core content – International Relations since 1919.

Paper 1 (1 hour 20 minutes, 40 marks): Content/Subject Knowledge
Students should answer one set of questions from the USA Topic and one set of questions from the Core Content Topic.
Answer all THREE questions.
Part (a) {4 marks}, Part (b) {6 marks} & Part (c) {10marks}.
You will get a choice of two questions in the USA Topic and a choice of two in the Core Content section.

USA 1919-41
Key Topic 1: How far did the US economy boom in the 1920s?
Key Topic 2: How far did the US society change in the 1920s?
Key Topic 3: What were the causes and consequences of the Wall Street Crash?
(Further breakdown of each topic is available in the textbook)

Core Content

Was the Treaty of Versailles fair?

Focus points:

- What were the motives and aims of the Big Three at Versailles?
- Why did the victors not get everything they wanted?
- What was the impact of the Treaty on Germany up to the end of 1923?
- Could the Treaty be justified at the time?

To what extent was the League of Nations a success?
Focus points:

- What were the aims of the League?
- How far was the League weakened by its organisation and structure?
- What were the successes and failures of the League?

How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
Focus Points:

- What were Hitler's foreign policy aims?
- Was appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britian and France declare war on Germany in 1939?

Who was to blame for the Cold War?
Focus points:

- Why did the USA-USSR alliance begin to break down by 1945?
- How had the USSR gained control of Eastern Europe by 1948?
- How did the USA react to Soviet expansionism?
- What were the consequences of the Berlin Blockade?
- Who was more to blame for starting the Cold War: the USA or the USSR?

Revision:

Revision materials will be provided by your teachers on EVEREST; you have a list of past paper questions you can make plans to or attempt under timed conditions. Use online resources suggested in class, remember not every site is for CIE exam board!

IGCSE Geography

Exam

- Your end of year exam will be 1 hour 30 minutes.
- You should answer every question on your exam.
- The exam will include questions that ask for short and long answer questions and will include 7-mark questions, which may require case study knowledge (remember to learn case studies and place specific detail).
- You should be prepared to write key words and definitions and write in greater detail using key terms.
- You should refer to the notes in your exercise book to help you revise.
- Use the syllabus details in your notebook for each topic to direct your revision.
- You are allowed to use a calculator in your exam.

Topics to revise

1. Resource Provision (energy)
2. Climate change
3. Changing coastal environments

Resource provision (energy)

10.4 How our energy is produced

10.4.1 Types of energy:

- renewable: biomass, geothermal, hydroelectric power (HEP), solar, tidal, wave, wind
- non-renewable: fossil fuels (coal, gas, oil), nuclear
- fuelwood, which can be either renewable or non-renewable.

10.5 The global patterns of energy supply and demand

10.5.1 Reasons for the increasing global production and consumption of energy.

10.5.2 The global patterns of energy surplus and deficit and the importance of energy security.

10.5.3 The reasons for variations in types of energy used within a country and between countries at different levels of development.

10.6 The impacts of energy production

10.6.1 The advantages and disadvantages of different energy sources, including renewable and non-renewable.

10.6.2 The strategies and techniques used to increase energy supplies.

10.6.3 An evaluation of the strategies and techniques used to manage energy supplies; including sustainable.

10.6.4 One detailed specific example of a named country to include:

- the energy mix
- the impacts of the different types of energy being used
- the strategies and techniques used to manage energy supplies; including sustainable.

Climate change

5 Climate change

5.1 The natural and human causes of climate change

5.1.1 Evidence of climate change: global temperature data, ice cores, sea ice positions, historic writing and paintings.

5.1.2 Factors influencing natural climate change: orbital changes (Milankovitch cycles), sunspots, volcanic activity.

5.1.3 The human influence on the atmosphere causing the enhanced greenhouse effect. For example, the use of fossil fuels, deforestation, agriculture.

5.2 The impacts of climate change at a range of geographic scales

5.2.1 The present day and predicted future impacts of climate change. For example, rising sea levels, and changes to global temperature, weather patterns, and food production.

5.3 Responses to climate change

5.3.1 The strategies (including national and international agreements) and techniques used to manage the impacts of climate change.

5.3.2 An evaluation of mitigation (including international agreements) and adaptation strategies and techniques used to manage the impacts of climate change.

5.3.3 One detailed specific example of a named country or region to include:

- the impacts of climate change
- the responses to climate change
- the strategies and techniques being used to manage climate change; including sustainable.

Changing coastal environments

2 Changing coastal environments

2.1 Physical processes that shape the coast

2.1.1 Coastal erosion: hydraulic action, corrosion, corrasion, attrition; transportation; deposition; longshore drift.

2.1.2 Types of waves: constructive and destructive and wave refraction.

2.2 The main landforms associated with these processes

2.2.1 The characteristics and formation of landforms: headlands, bays, cliffs, wave-cut platforms, caves, arches, stacks, stumps, beaches, spits, bars, sand dunes.

2.2.2 The formation and characteristics of discordant and concordant coastlines.

2.3 Coasts present opportunities and hazards for people

2.3.1 The opportunities of living near the coast.

2.3.2 The hazards of living near the coast.

2.3.3 An evaluation of hard and soft engineering strategies and techniques used to manage coastal erosion and flooding; including sustainable.

2.3.4 The distribution and impacts of tropical storms: cyclones, hurricanes, and typhoons.

2.3.5 An evaluation of the strategies and techniques used to manage the impacts of tropical storms: preparation, planning, protection, prediction.

2.3.6 The global distribution, importance of, threats to, and strategies and techniques used to protect and manage coral reefs and mangroves; including sustainable.

2.3.7 One detailed specific example of a named country or coastal area to include:

- the causes and impacts of coastal erosion
- the strategies and techniques used to protect the coast from tropical storms and manage erosion; including sustainable.

2.3.8 One detailed specific example of a named country or coastal area to include:

- why the coral reef is important
- threats to the coral reef
- the strategies and techniques used to protect and manage and the coral reef; including sustainable.

Students can find useful revision exercises on these topics on www.senecalearning.com

IGCSE Spanish

For the Year 10 summer examinations, students will be given an almost full IGCSE style paper, and they will have to use their overall knowledge of Spanish, rather than only recent topics. This will give them an insight into what will be expected of them in the summer of 2026 and will challenge them to use their wider understanding.

Most topics will have been covered this year, but some will only have been covered at Key Stage 3. Of course, all topics will be covered by the end of Year 11. Students will be expected to be able to recognise and use a range of tenses (present, preterite, imperfect, near future, simple future and conditional) if the question should ask for it.

The examination is divided into 4 sections:

Listening (50 mins) - done in class	Reading (1 hour)	Speaking (10 minutes) - done in class	Writing (1 hour)
The listening paper consists of a number of questions and there is no writing involved, only ticking/putting a cross in the box. You will transfer your answers over to a mark sheet. The questions start off quite basic and then progressively become more challenging.	The reading paper is a mixture of ticking boxes and answers questions in Spanish either with one word or a short phrase. This is the same as the listening in that it increases in difficulty as the paper progresses.	The speaking exam will be split into two sections: • One role play on a topic that you have studied this year. • 5 mins of General Conversation around 1 topic that you have studied this year. You will be marked on the information you communicate and the quality of your language	This is almost a full past paper writing exam. It is split into two sections, increasing in difficulty. • Section 1 is made up of single-word vocabulary that you fill into a table. • Section 2 is a 130-140 word response covering 4- 5 bullet points and showing a wide range of verbs and other linguistic features for 28 marks.

Topics to revise and where to find them:

Topics	Viva IGCSE textbook
Holidays, National and international settings	Module 1
Education and extracurricular activities	Module 2
Self, family and relationships	Module 3
Hobbies, media and interests	Module 4
Local, national and global areas of interest	Module 5

• **Resources students can use:** Their textbook, as well as their IGCSE Grammar and Vocabulary booklet. Students should also follow the links shared by their teachers on SIMS/Teams

to access past papers, videos, and other revision materials. Students can also find practice exercises of these topics and others in www.languagesonline.org.uk and www.senecalearning.com

IGCSE French

For the Year 10 summer examinations, students will be given almost a full IGCSE paper, and they will have to use their overall knowledge f French, rather than only recent topics. This will give them an insight into what will be expected of them in the summer of 2026 and will challenge them to use their wider understanding.

Most topics will have been covered this year, but some will only have been covered at Key Stage 3. Of course, all topics will be covered by the end of Year 11. Students will be expected to be able to recognise and use a range of tenses (present, passé composé, imperfect, near future, simple future and conditional) if the question should ask for it.

The examination is divided into 4 sections:

Listening (50 mins) - done in class	Reading (1 hour)	Speaking (10 minutes) - done in class	Writing (1 hour)
The listening paper consists of a number of questions in total and there is no writing involved, only ticking/putting a cross in the box. You will transfer your answers over to a mark sheet. The questions start off quite basic and then progressively become more challenging.	The reading paper is a mixture of ticking boxes and answers questions in French either with one word or a short phrase. This is the same as the listening in that it increases in difficulty as the paper progresses.	The speaking exam will be split into two sections: • One role play on a topic that you have studied this year. . • 5 mins of General Conversation around a topic question you have studied this year. You will be marked on the information you communicate and the quality of your language	This is almost a full past paper writing exam. It is split into two sections, increasing in difficulty. • Section 1 is made up of single-word vocabulary that you fill into a table. • Section 2 is a 130-140 word response covering 4-5 bullet points and showing a wide range of verbs and other linguistic features for 28 mark.

Topics to revise and where to find them:

Topics	Viva IGCSE textbook
Self, family and relationships	Module 1
Hobbies, media and interests	Module 2
Identity and culture: traditions and festivals	Module 3
Urban and rural areas, towns and climate	Module 4

• **Resources students can use:** Their textbook, as well as their IGCSE Grammar and Vocabulary booklet. Students should also follow the links shared by their teachers on SIMS/Teams

to access past papers, videos, and other revision materials. Students can also find practice exercises of these topics and others in www.thisislschool.com www.senecalearning.com

IGCSE Business Studies

Equipment needed: a pen, pencil and a calculator

The examination will consist of **one paper**:

- 1 hour 30 minutes
- There will be 80 marks
- There will be a mixture of 2, 4, 6, 8-mark questions in the assessment.
- There will be short and long answer questions as well as paper 2 style data response questions. The data will be given to the students in the exam.
- The exam will be scored out of 80 marks and students should spend about 1 minute on each mark plus reading time.

Suggested revision websites:

(a) http://www.tutor2u.net
(b) http://www.bized.co.uk
(c) https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-economics-0455/
(d) https://www.igcsebusiness.co.uk/
(e) https://igcseaid.com/notes/business-studies-0450/
(f) https://www.twoteachers.co.uk/

The following topics have been covered this year and could appear on the end of year exam for Year 10.

- Business Activity
- Classification of businesses
- Enterprise, business growth and size
- Types of business organisations
- Business objectives and stakeholder
- Motivating employees
- Organisation and management
- Recruitment, selection and training of employees
- Internal and external communication
- Marketing, competition and the customer
- Market research

You are advised to complete past paper questions after revising to test yourself. Past papers are also available on Microsoft Teams for all students to access. Students have been shown in class where this is.

If you require any further support, please feel free to come and speak to Mr. Firth.

IGCSE Travel and Tourism

Equipment needed: a pen, a pencil and a calculator

The examination will consist of **one paper**:

- Paper 1 and 2 combined: 1 hour 15 minutes = 50 marks

Questions will be a combination of 1, 2, 3, 4 and 6 marks.

Suggested revision support:

- Students should use their notebooks and textbooks, as well as the electronic material on Teams as their main source of revision.

Topics assessed will include:

Unit 1: Introduction to the main travel and tourism definitions and concepts

1.1 Main types of tourism
1.2 Main reasons why people travel
1.3 Sustainable travel and tourism
1.4 Characteristics of travel and tourism
1.5 Types of tourists
1.6 Types of destinations

Unit 2: Global tourism

2.1 The scale of travel and tourism
2.2 Features of destinations and their appeal to different types of tourists
2.3 The role of organisations involved in development and management of destinations
2.4 Factors affecting tourism development and management
2.5 Managing destinations sustainably
2.6 Economic, environmental and sociocultural impacts of travel and tourism

Unit 3: Travel and tourism organisations

3.1 The role of tourism organisations, their sustainable practices, the products and services they provide
and their appeal
3.2 Ways travel and tourism organisations work together
3.3 Different types of transport and their appeal
3.4 Sustainable developments within travel and transport
3.5 Domestic and international travel and transport infrastructure

You are advised to complete past paper questions after revising to test yourself. These can be found on Teams. If you require any further support, please feel free to speak to Miss Austin Williams.

IGCSE Economics

Equipment needed:
a pen (to write),
a pencil
a ruler (to help draw graphs)
a calculator (to work out things)

The examination will consist of **one paper**:

- Paper 2: Structured questions (90 minutes, 60 marks)

Suggested revision support:

- Your economics textbook and notes
- Workbook questions / Economics Revision guide provided in class, on Teams
- www.Savemyexams.com – excellent notes, MCQ and Short-answer questions arranged by topic with mark schemes and model answers. Excellent resource.
- http://www.tutor2u.net – an excellent website aimed at IGCSE Business Studies & Economics but be careful to only read GCSE level information as they also do As and A level information.
- https://www.igcseeconomics.co.uk/ - slightly older resources, but useful.
- ALL PAST PAPERS AND MARK SCHEMES ARE AVAILABLE on Teams in the folder **'IGCSE Economics'**.

REVISION CHECKLIST

Topic 1 - The basic economic problem
Ch 1 The nature of the basic economic problem
Ch 2 Factors of production
Ch 3 Opportunity cost
Ch 4 Production possibility curve (PPC) diagrams

Topic 2 - The allocation of resources
Ch 5 The role of markets in allocating resources
Ch 6 Demand
Ch 7 Supply
Ch 8 Price determination
Ch 9 Price changes
Ch 10 Price elasticity of demand (PED)
Ch 11 Price elasticity of supply (PES)
Ch 12 Market economic system
Ch 13 Market failure
Ch 14 Mixed economic system

3 Microeconomic decision makers
Ch 15 Money and banking
Ch 16 Households
Ch 17 Workers
Ch 18 Firms
Ch 19 Firms and production
Ch 20 Firms' costs, revenue and objectives

You are advised to complete past paper questions after revising to test yourself. If you require any support, please feel free to come and speak to Mr Geyer (mathew.geyer@cayprep.edu.ky).

IGCSE ICT

The ICT exam has one paper. The paper is a (theory) paper and is 1 hour and 45 minutes. Students should bring blue/black ink pens, pencils and ruler to complete the theory exam.

The ICT theory exam will have multiple choices, matching and short answer questions. Students should study class notes and read the relevant sections of their textbooks (IGCSE ICT):

Unit 1 – Types and components of a computer system

1.1 Hardware and software
1.2 The main components of computer systems
1.3 Operating systems
1.4 Types of computers
1.5 Impact of emerging technologies

Unit 2 – Input & output devices

2.1 Input devices and their uses
2.2 Direct data entry (DDE) devices
2.3 Output devices and their uses

Unit 3 – Storage devices & media (including cloud storage)

3.1 Backing up of data
3.2 Types of access
3.3 Secondary storage media

Unit 4 – Networks and the effects of using them

4.1 Network hardware
4.2 Network issues and communication

Unit 5 – Effects of using ICT

5.1 Effects of ICT on employment
5.2 Effects of ICT on working patterns
5.3 Effects of ICT on society

Unit 6 – ICT applications

6.1 Communication applications
6.2 Data handling applications
6.3 Measurement applications
6.4 Control applications
6.5 Modelling applications

IGCSE Computer Science

The Computer Science exam includes a 1 hour 45 minute paper that will combine content from both Paper 1 and Paper 2. Students are to bring blue/black ink pens, pencils, and a ruler to complete these exams. No extra paper is needed. **Calculators** must not be used in any of these papers.

The Computer Science exam will have short answer and essay questions. The topics are as follows:

Unit 1

- Data representation
- Binary systems
- Hexadecimal
- Binary shifts and two's complement
- ASCII and Unicode
- Representing sound & images
- Data compression

Unit 3

- CPU Architecture, performance and busses
- Embedded Systems
- Memory
- Secondary Storage
- Cloud Storage

Unit 8, 9 and 10

- Algorithm design and problem-solving
- Pseudocode
- Flowcharts
- Programming concepts
- Data structures; arrays, loops
- Boolean Logic

Students will not be asked to study a pre-release task for this exam. Students should seek their teachers' help if they find any topic difficult. Students should use their class notebook notes, and completed activities on Teams, for revision. Other useful websites include the following:

- CraignDave – Subject content videos for every topic - https://www.youtube.com/watch?v=4ZfqXkptPus&list=PLCiOXwirraUBvcD8XWMzyuzEA-IJG5cH7
- Logic.ly/demo - Interactive platform for developing Boolean Logic - https://logic.ly/demo/samples
- An Algorithm a Day – Programming based past exam questions: https://revisecs.csuk.io/algorithm-a-day/

IGCSE Drama

You will be assessed on:

- A group scripted performance (**pre-rehearsed in class time**)

Performance – 20% of the overall grade.

Assessment Criteria:

Students will be assessed on:

- their ability to interpret a play/ extract from a play.
- their ability to communicate how creative choices affect the audience
- their ability to justify creative choices and evaluate the effectiveness of these
- use of theatrical terms
- understanding of the role of the actor, director and/ or designer
- referring closely to the text and providing specific examples in their explanations.

Revision/Preparation:

- Make sure you learn your lines and rehearse your script in your own time.

IGCSE Music

Exam format:

Composition – Due 20th May
Composition for Piano with Solo Instrument in
Ternary Form
Must include Title, Composer, Dynamics, Tempo, Articulation markings

Performance – Due 12th May
Solo piece Grade 3 or higher.
Piano accompaniments if required, to Mrs Wood 2 weeks before performance

Listening – 20th May, internal exam:1 hour paper
Topics to be covered:
Music Theory
Western Music Traditions, including Baroque, Classical and Romantic Music

GCSE P.E.

1 hour 30 minutes written exam

Question 1 and 2 involve watching two short video clips and applying your knowledge of 'physical fitness' to answer questions asked about the clips. For these questions you will need knowledge of the following topics:

Health, training and exercise

1. The **components of fitness** (definitions) for specific sports/activities, and the **fitness tests** of these components.
2. The **importance of testing**/measuring using the concepts of **reliability and validity**.
3. How to develop the components of fitness through various **methods of training**.
4. How to apply the **principles of training (S.P.O.V)** to improve health and fitness (definitions).
4. Health **benefits** of exercise that include physical, mental and social.
5. Risk of a **sedentary lifestyle**: stress, hypertension, obesity, arthrosclerosis, poor self-esteem, poor body image and self-confidence.
6. Learners will need to apply the **principles of training** to improving health for **sedentary individuals** and fitness for sportspersons.
7**. Diet**: Energy balance equation, functions of nutrients including carbohydrates, protein, fats, minerals, and hydration. Basal metabolic rate, food as fuel to provide energy.

Training zones

1.The link between the training and **training zones**, monitoring **heart rates compared with the intensity and duration of training.**
2. The link between **heart rate** and **fitness**, **health**, **age** and **gender**.

Warm up and cool down

1. Why **warm up** is important both physically and psychologically.
2. Why **cool down** is important to aid recovery, remove waste products and replenish nutrients.
3. The **phases of a warm up** in terms of raising heart rate, stretching, higher intensity and activity specificity.

Muscular-Skeletal System- Structure and function

1. The structure of the skeletal system including the labelling of **bones**: radius, ulna, humerus, femur, tibia, fibula.
2. Synovial **joints** including ball and socket, hinge and pivot and the **movements** at these joints including flexion, extension, adduction, abduction, circumduction, rotation.
3. **Function of the skeletal system** including movement, support, protection and production of blood cells.
4. **Structure of the muscular system** including the types of muscles: smooth, cardiac, skeletal, involuntary and voluntary.
5. **Labelling of major muscles** including biceps, triceps, deltoid, pectorals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius.
6. The function of the muscles including **muscle fibre types**: slow/fast type I, type II. Characteristics and their function within a variety of sports and aerobic and anaerobic exercise. The function of **ligaments and tendons**.
7.The relationship between **movement** and the **muscles that cause the movement**.

Cardio-Respiratory and Vascular System- Structure and function

1. The **structure of the cardiovascular system** including the labelling of the heart: atriums, ventricles.
2. The **pulmonary** and **systemic** circulatory systems.
3. **Function of the cardiovascular system** including transportation of nutrients, oxygen and waste products, thermoregulation, vasodilation, vasoconstriction.
4. **Cardiac values** at rest and during exercise; cardiac output, heart rate, stroke volume, blood pressure: systolic, diastolic, values at rest and exercise.
5. The **structure of the cardio-respiratory system** including trachea, bronchus, bronchioles, alveoli, diaphragm.
6. **Function of cardio-respiratory system** to include gaseous exchange, diffusion, haemoglobin, oxygenation of blood.
7. **Respiratory values** to include vital capacity, minute ventilation, breathing frequency (rate), tidal volume, values at rest and exercise.
8. **Short and Long term effects** on the Cardio-Respiratory and Vascular system

Aerobic and anaerobic exercise

1. Overview of aerobic and anaerobic exercise: creatine phosphate, lactic acid, aerobic characteristics, oxygen
debt, anaerobic threshold.
2. The characteristic and factors affecting aerobic/anaerobic exercise including intensity, duration, nutrients, waste products, nutrients for fuel and recovery.
3. The role of nutrients in different intensities of exercise to include carbohydrates, proteins, fats and hydration.
4. The dangers of under and over hydrating.

Short and long term effects of Exercise

1. **Short term effects:** linked to intensity, duration, including increased heart rates, tidal volume, temperature, production of waste products.
2. **Long term effects:** adaptations of the body's systems dependant on intensity and duration to include bone
density, increased elasticity of muscles, hypertrophy, improved energy systems, increased stroke volume,
decreased resting heart rate, blood pressure, decreased breathing frequency, increased vital capacity.
3. The links of the intensity and duration of activity to different short and long term effects of exercise.
4. The effects of exercise on social and mental well-being as well as on long term physical benefits.
5. The benefits to health as well a sporting performance.
6. Connections with content in area 1. Health, training and exercise.

IGCSE Art

The Assessment will culminate with 4 hours in the Art Dept working on a development piece for your coursework project.

You will be creating a piece which you have been working towards carefully with support from your teacher. In the weeks leading up to the Assessment in class you will collect and record your ideas, develop ideas through sketches and by exploring appropriate media, and then plan a development piece for your project, which is personal, meaningful, and realises your intentions.

Below are Assessment Objectives for GCSE Art. Students will be marked out of 25 for each objective and how work responds to these categories.

AO1: RECORD, AO2: EXPLORE, AO3: DEVELOP, A04: PRESENT